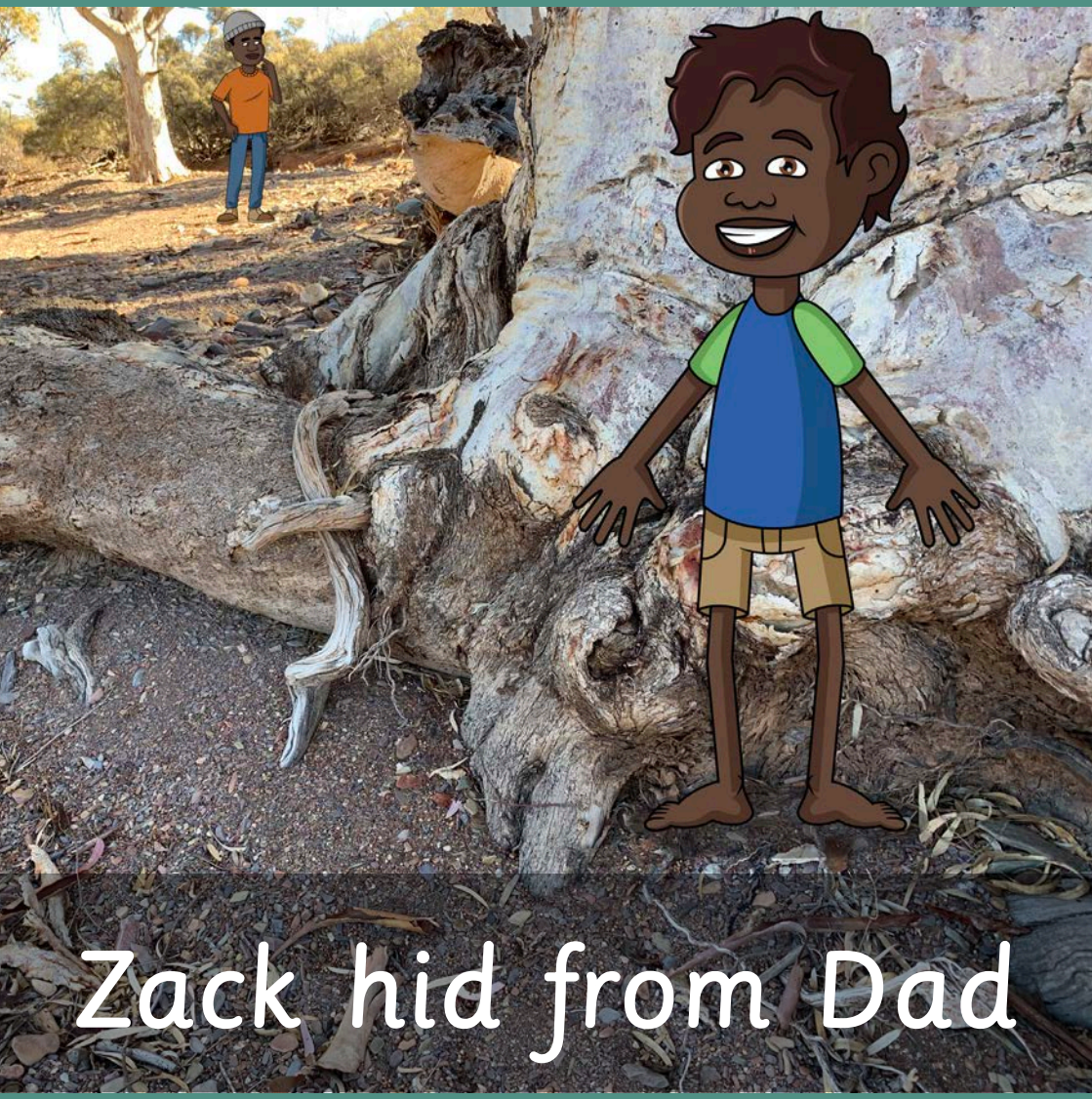
SET 5



Zack hid from Dad

Written by Angela Weeks. Illustrated by Trent Lambert.

SPELD SA
Phonic Book Series

Practice page

Practise the sounds

s, a, t, i, p, n

c, k, ck, e, h, r, m, d

g, o, u, l, f, b

ai, j, oa, ie, ee, or

z, w, ng, v, oo (book), oo (room)

Practise blending sounds

run	hid	Zack	creep
sing	stood	kept	crept
waited			

Practise high frequency words

said	grinned	looked

Vocabulary

The words on this page can be used to help the student's comprehension before, during or after reading the book. Link the meanings of words with what the student already knows, show examples or have students act out the words.

run – go quickly on your feet

ran – went quickly on your feet

stand – be still on your feet

stood – were still on your feet

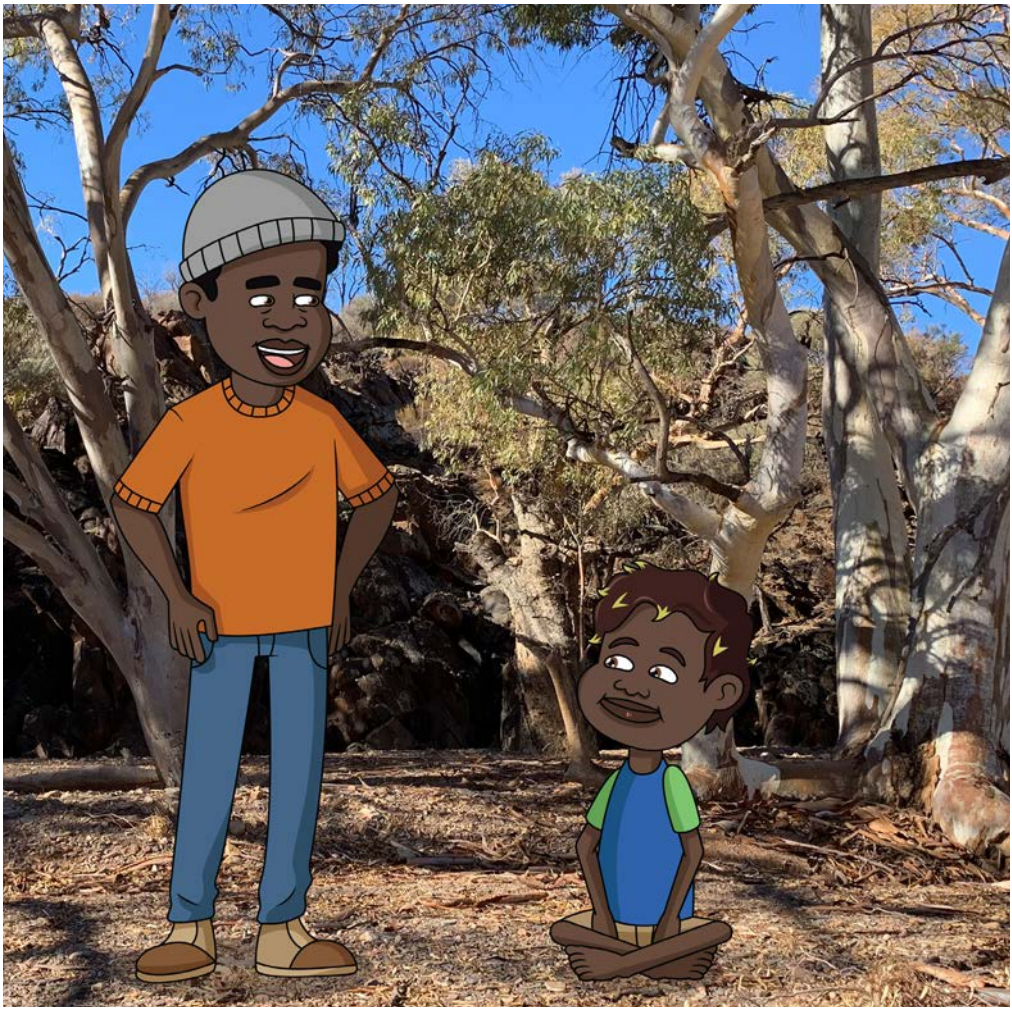
creep – move slowly and quietly

crept – moved slowly and quietly

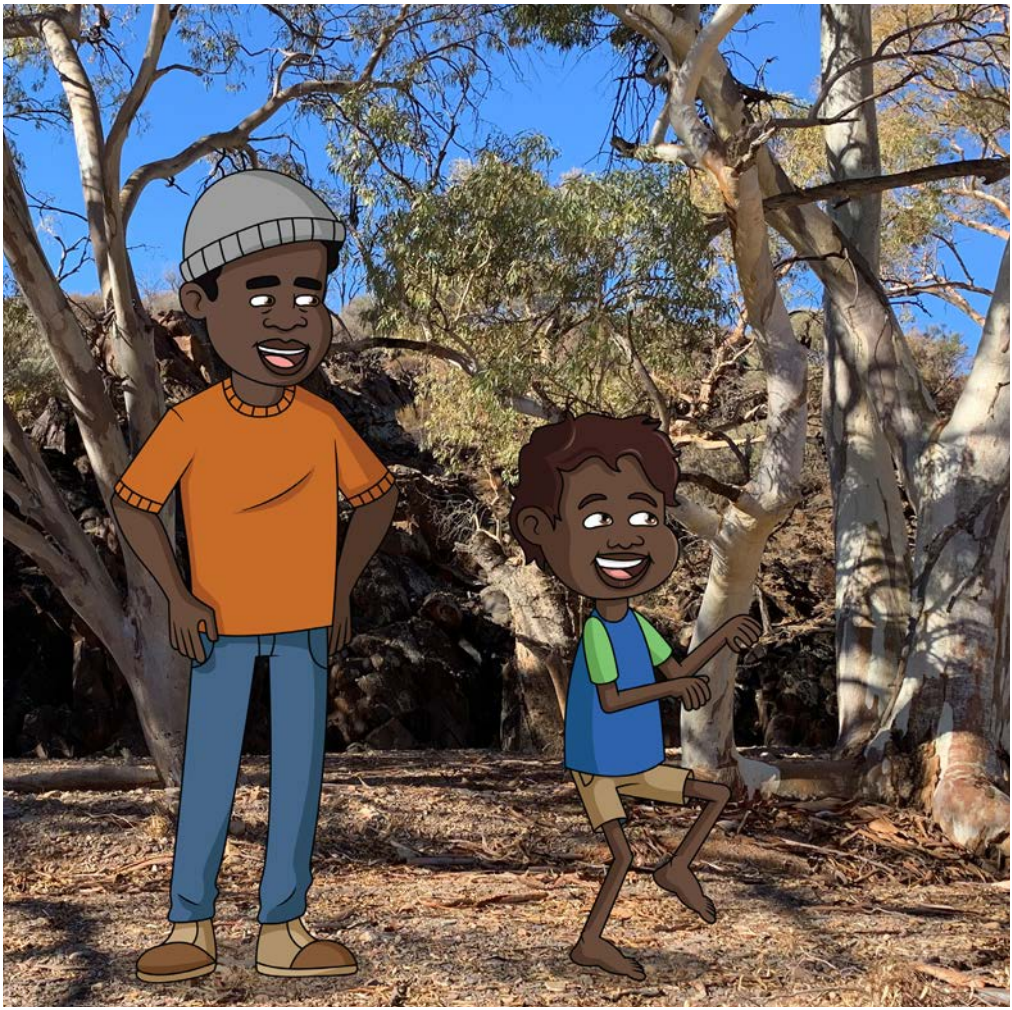
kept still – didn't move

Dad said, “Run.”
Zack ran.

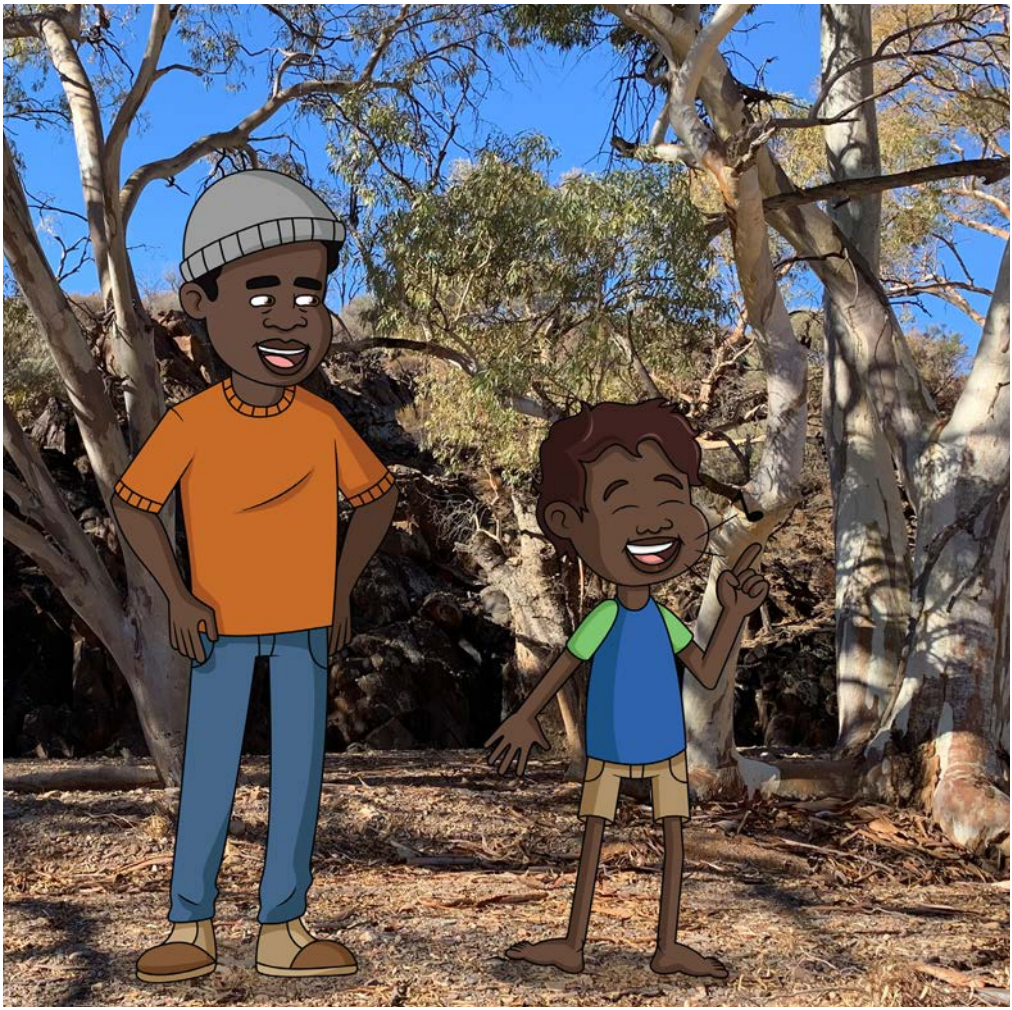
Dad said, “Stand.”
Zack stood.



Dad said, “Sit.”
Zack sat.



Dad said, “Creep.”
Zack crept.



Dad said, “Sing.”
Zack sang.

Dad said, “Bed.”
Zack hid.

Zack kept still and waited.

Dad looked for Zack
but did not see him.
Zack grinned.

From blending to fluency

To develop fluency, the student needs to re-read the same book multiple times. Students might initially sound out every word and re-read every sentence but, with practice, blending will become more automatic. The fluency chart can be used to develop automaticity of blending by providing single word blending practice.

While reading the book, the student:

- blends the sounds of each unknown word in the sentence
- identifies and reads high frequency words
- re-reads the sentence from the beginning
- discusses the meaning of the sentence

When finished, the student needs to re-read the whole book and practise reading the same book until they can read at a steady pace with minimal sounding out.

Making connections - questions and discussion

After the student has read the book, or the relevant page, ask them one or more of the following questions and discuss:

1. Zack and his dad were playing a game.
   Have you played a game like that?

2. What was Zack meant to do when Dad said, "Bed"?
   Why did Zack hide when Dad said, "Bed"?

3. Why did Zack grin at the end?
   What is another word we can use for 'grin'? (smile)

4. What do you think happened next in the story?

5. Do you ever play games or read a book before you go to bed?
   Tell me about a game or story that you enjoy.

6. The story has verbs (action words) in the present and past tense.
   Find the past tense pair for these verbs in the story:
   run (ran); stand (stood); sit (sat); creep (crept); sing (sang).

Fluency chart

an	at	see	bed
dad	run	sit	hid
look	not	ran	sing
wait	sang	still	grin
kept	stood	creep	stand
crept	waited	slept	street

SPELD SA Phonic Books follow the sequence of letter-sounds used in the Jolly Phonics synthetic phonics program. The books can be used with other phonics programs.

Set 1	**s, a, t, p, i, n**
Set 2	**c, k, ck, e, h, r, m, d**
Set 3	**g, o, u, l, f, b**
Set 4	**ai, j, oa, ie, ee, or**
Set 5	**z, w, ng, v, oo** (book), **oo** (room)
Set 6	**y, x, sh, ch, th** (think), **th** (that)
Set 7	**qu, ou, oi, ue, er, ar**
Set 8	**y** (sunny), **a** (apron), **a-e** (cake), **e** (female), **e-e** (eve), **i** (silent), **i-e** (kite), **o** (open), **o-e** (home), **u** (student), **u-e** (tune)
Set 9	**ay** (play), **ey** (they), **oy** (toy), **y** (mystery), **ea** (dream), **ie** (chief), **y** (dry), **igh** (night)
Set 10	**oe** (toe), **ow** (rainbow), **ow** (now), **ir** (bird), **ur** (turn), **ew** (few), **au** (launch), **aw** (paw), **al** (talk)

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